

"BEST" PRACTICES IN LEARNING SUPPORT

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Agenda

- Icebreaker
- General Profile of Developmental Writers
- CoReq Challenges and Strategies
- Questions

Writing is Hard

- ◎ These are real headlines that appeared in newspapers:
 - “Teacher Strikes Idle Kids”
 - “Local High School Dropouts Cut in Half”
 - “Miners Refuse to Work After Death”

Who Are Developmental Writers?

- Need extra help with writing and transitioning to college
- Are often placed in Student Success courses

Respond at PollEv.com/ibrahimashour1

Text **IBRAHIMASHOUR1** to **37607** once to join, then text your message

What are one or two characteristics of your CoReq students?

No responses received yet. They will appear here...

CoReq Challenge: Varying Levels of Confidence

Why students sometimes lack confidence in their writing:

- “[Students] must learn to speak our language. Or [they] must dare to speak it or to carry off the bluff, since speaking and writing will most certainly be required long before the skill is learned.”
 - From David Bartholomae’s “Inventing the University” (emphasis added)

Strategies for Raising a Student's Confidence

Create a positive, encouraging framework.

- ⦿ First and most important: be nice.
 - It may surprise them.
- ⦿ Try to stay positive.
- ⦿ Share your own stories.

Assign Prewriting

- Summary of what the student already knows about the subject
- An outline with grammatical topic sentences and general descriptions of evidence
- A list of citable sources the student plans to look at

What is your most effective prewriting assignment or lesson plan?



Baby Steps

- ◎ Break the writing down into the smallest steps possible.
 - Reduces pressure by lowering the stakes.
 - Increases success & prevents total failure.
 - Gives the teacher opportunities to praise small successes.
 - Allows teacher to redirect before the final draft is due.

CoReq Challenge: Diverse Writing Skills

- ◎ “The duty and office of rhetoric is to apply reason to the imagination for the better moving of the will.”
 - From Francis Bacon’s *The Advancement of Learning*.
- We’re not sure what it means either, but it sounds nice.
- ◎ Remember and remind them that writing is not a “one and done” subject.
 - Use them or lose them skills
 - Practice and develop beyond FY writing classes

Don't Forget Revision

- ◎ It's more than just proofreading
- ◎ Higher-order and lower-order concerns
 - Add – Remove – Rephrase – Rearrange
 - *ARRR!*
- ◎ Guided or focused revision assignments can help teach the process.

What is
your most
effective
revision
assignment
or lesson
plan?



CoReq Challenge: How to Handle All That Text

- ◎ So much to read!

- If possible, read a synopsis first.
 - Wikipedia is great for this.
- Set a reading schedule.
- Create a reverse outline.
 - This is something that can be assigned.
- Write in the book.
 - Annotation is your conversation with the text and your notes to yourself.

I'm Too Texty for This Slide

- ◎ So much to write!
 - Set a schedule of milestones.
 - Break it down into manageable chunks.
 - Write down exactly what will be done during what time on what day.
 - Help the student estimate how much time each task will require.

CoReq Challenge: Getting Students to Ask for Help

- Create a welcoming classroom environment
- Suspend and refrain from projecting judgment
- Answer the frustrating questions, while directing them to an appropriate resource

It's Not Just Students

- ◎ Workers on average check their email inbox 30 times per hour.
 - From “Attention Span Statistics,” StaticBrain.com
- You might have received a new email since you sat down!
 - I'm sure that whatever is says is much more interesting than these lame English teachers.

Have Them Write Something Down

- A free write before a whole-class discussion can help prepare students to participate.
- Making lists can help students brainstorm and consider options.
- Reading something they wrote aloud reminds them that they have to stand by what they write.

Flip the Classroom

- Lower-order learning (information gathering) happens outside of the classroom.
- Higher-order learning (application of concepts) happens in the classroom.
- Or more simply—Use class time to have students use what they have learned.

Scaffold with Peers

- ① Use guided activities to replace the teacher's help with a peer's help.
- ① Enlist advanced peers to make use of communication paths that are unavailable to teachers.
- ① Develop novice writers' awareness of an audience.

CoReq Challenge: Students' Support Networks

- ◎ First-generation students are
 - More likely to come from lower-income families
 - More likely to be an ethnic or racial minority
- ◎ About 27% graduate from college within four years, compared with 42% for non-first generation college students

Source: UCLA Higher Education Research Institute

Strategies for Helping Students Who Lack Support

- Check in with them directly and frequently, using informal contact to learn about them and give advice
- Collaborate with mentors and tutors
- Offer help and knowledge when possible
 - How to meet with a mentor/advisor
 - Where the writing center is
 - Where the Career Development & Advising Center is
 - Walking a student to counseling center

CoReq Challenge: Students Spread Too Thin

- About 40% of college students in the US work at least 30 hours a week.

Source: Georgetown University Center on Education and the Workforce

- GGC's student body has a large number of working students, many full-time.
 - How about your respective institutions?

Too Much Work

- Working 15+ hours a week tends to hurt academic, debt, and earnings outcomes for students of all backgrounds.

Source: ACT Center for Equity in Learning

Strategies for Helping Students Who are Overcommitted

- ① Do the math: “How many hours will you have to work to make back the lost tuition of a failed or withdrawn class?”
- ② Have them make a detailed weekly schedule.
 - Make sure they plan for 8 hours of sleep, 3 meals, and realistic recreation time, in addition to school and work activities.

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Thanks!